

1958

## The College News, 1958-12-17, Vol. 45, No. 10

Students of Bryn Mawr College

[Let us know how access to this document benefits you.](#)

Follow this and additional works at: [http://repository.brynmawr.edu/bmc\\_collegenews](http://repository.brynmawr.edu/bmc_collegenews)

---

### Custom Citation

Students of Bryn Mawr College, *The College News, 1958-12-17, Vol. 45, No. 10* (Bryn Mawr, PA: Bryn Mawr College, 1958).

This paper is posted at Scholarship, Research, and Creative Work at Bryn Mawr College. [http://repository.brynmawr.edu/bmc\\_collegenews/1100](http://repository.brynmawr.edu/bmc_collegenews/1100)

For more information, please contact [repository@brynmawr.edu](mailto:repository@brynmawr.edu).

# The College News

VOL. XLIV—NO. 10

ARDMORE and BRYN MAWR, PA., WEDNESDAY, DECEMBER 17, 1958

© Trustees of Bryn Mawr College, 1958

PRICE 20 CENTS

## Clark Asks Americans To Consider Students More Valuable Than Cadillacs

Federal aid to education is a must in the opinion of the Honorable Joseph S. Clark, United States Senator from Pennsylvania who addressed the college on that topic

### Brasses' History Told With Music

by Allison Baker

The second Workshop of the Philadelphia Brass Ensemble got off to a brilliant start with The King's Fanfare by Despres. This time their program was designed to trace the development of each instrument, and to outline its repertoire. Mr. Smith pointed out that music for Brass Ensemble was written almost entirely in two periods: the 16th and 18th centuries, and the contemporary period. Another great source for brass ensembles is early vocal music, much of which has been transcribed very effectively. Beethoven did write three short pieces for trombone quartet, but in the Romantic period, brass groups are entirely neglected. Not until quite recently has the brass ensemble returned to an important place in music.

The French Horn plays in woodwind as well as brass ensembles, which greatly increases its literature. Mr. Jones first showed us "the original horn," a conch shell, on which he managed to play two quite intelligible notes. The next step in horn evolution was the horn made of an animal's horn, with three very distinct notes, followed by the natural horn, a hunting horn without valves. This was originally curled in one whorl around the player's body, but then further refined to its present compact shape.

Mr. Jones then demonstrated a horn with many removable crooks, which allow key change. He pointed out that the sound of this instrument is mellower than that of the modern French Horn, since "as soon as you encumber horns with valves and gadgets you lose some of the charm."

The valves of the modern horn enable it to play a chromatic scale. This horn was first used as a hunting horn, and derives its name, French Horn, from the fact that the French were the first to use it indoors. (Lully and Rameau in their operas.) Handel then used it in his Water Music; thereafter every major composer has made his contribution to horn literature. Beethoven greatly extended the instrument's range, and Brahms used it for romantic effect.

Mr. Jones then played us the horn solo from Till Eulenspiegel (Strauss), and the Siegfried Call

Continued on Page 4, Col. 5

## Brombert To Give Lecture In French

M. Victor Brombert will speak on "Malraux et le Monde de la Violence" on January 8 at 8:30 p.m. in the Ely Room of Wyndham. His lecture will be in French.

M. Brombert is an assistant professor at Yale University. He received his B.A. in English and his Ph.D. in French from Yale. M. Brombert has published one book on Stendhal and is preparing another on aspects of the French novel. He has spent a year in Italy, on a fellowship.

last Thursday at an Alliance Assembly.

We are living, Senator Clark said, in a dangerous time when the problems of American education are clear to us, and have been identified and discussed. "But," he said, "do we have the will to make the necessary sacrifice? Or will we fumble the ball?"

The first crisis to be met in our national educational problem is that of the teacher shortage. Not only more teachers, but also better teachers are needed. To induce the most qualified people to enter the profession, teachers must be paid well—to attract "some of the shiny red apples from the top of the barrel."

### Building Shortage

In addition there is a shortage in actual school buildings, classrooms and laboratories. This situation is becoming worse each year as the number of children enrolled in school increases.

State and local funds and resources have been fairly well exhausted; therefore, we must go to a higher power for help—to the Federal Government. There is now no effective national leadership to see that we do raise our educational standards.

The advanced Russian system of education has had a great impact on our own. The Russians have pretty well obtained their ideal of education. Our ideal, of course, is not the same; nonetheless, as a general rule they do take education more seriously than do we. For example, they pay their students to go to college. Their teachers have a higher social status than do American instructors. Senator Clark said that if they have thus been able to advance their once greatly underdeveloped educational system, we can certainly advance ours.

Where are we to obtain the money? It must come from the Federal Government. This may well mean higher taxes. "First we must realize," said Senator Clark, "that kids are more important than Coca-Cola and Cadillacs. We must be willing to make necessary sacrifices to attain our goal. If we cannot do this we no longer deserve to be called 'the land of the free and the home of the brave.'"

## Calendar

Wednesday, December 17: Christmas dinner in hall—8:00 p.m. on, senior carolling in hall.

Thursday, December 18: Christmas vacation begins at 12:45.

Tuesday, January 6: Christmas vacation ends at 9:00 a.m.

Wednesday, January 7: 7:15 p.m. Arts Lecture Room. Dr. Milton C. Nahm will present a slide lecture, "The Fine Art of Criticism" under the auspices of Arts Forum and Philosophy Club.

Thursday, January 8: 8:30 p.m. Ely Room, Victor Brombert, Associate Professor of French at Yale University will speak on "Malraux ou le Monde de la Violence."

Friday, January 9: 8:30 p.m. Goodhart. Two piano recitals to be given by Agi Jambor, Professor of Music and Horace Alwyne, Professor Emeritus of Music and Visiting Professor.

Sunday, January 11: 7:30, Music Room. Chapel. Address by the Reverend Norman A. Baxter, Lower Marion Baptist Church.

## Wallace Calls 'The Uninvited' Moving Event; Praises Excellence of Play and Performance

by Robert Wallace,  
Instructor in English



A scene from Act II of Timothy Sheldon's "The Uninvited." L. to r. Hugh Ogden as Kalim, Trudy Hoffman as Beezy, Jim Cooper as Ansel, Jinty Myles as Mae, and Phil Miller as Blind.

## Phila. Brass Ensemble Executes Both Baroque And Modern Music

by Allison Baker

To criticize a concert such as that of the Philadelphia Brass Ensemble on an over-all level is really to attempt to define the qualities which made it such a superlative performance. The sextette was the same which conducted the two workshops preceding the concert. It consisted of three trumpets: Gilbert Johnson, Samuel Kraus, and Seymour Rosenfeld; a French horn: Mason Jones; a trombone: Henry C. Smith III; and a tuba: Abe Torchinsky.

The program was in two parts, drawing on the two main areas of brass ensemble literature: baroque and modern. Giovanni Gabrieli's Canzona per Sonare No. 2 is a very lush piece harmonically, and sets the brasses; particularly the trumpets, the difficult task of playing running passages of flowing legato in fugal counterpoint. There was also a great deal of dynamic contrast, which added interest and variety to an already exceedingly interesting piece.

### Bach Work Follows

The Bach "Contrapunctus" No. 1 which followed, is transcribed from "The Art of the Fugue" an organ work in which Bach displays his complete mastery of fugal devices and techniques. The brass ensemble is a remarkably organ-like medium, with all the richness of tone of that instrument and without its monotony of tone color. This brought out the fugue entrances very clearly as they appeared in each instrument. The dynamic variety was again worked out very effectively, although

Bach himself supplies a good deal of dynamic contrast by thinning or thickening the contrapuntal texture.

### Bach Transcription

The third piece was again by Bach, and again a transcription: "All Breathing Life", originally a motet for double chorus, from a larger work called "Sing Ye to the Lord". At one point the fugue subject was introduced by an agile tuba solo. Mr. Torchinsky skillfully manipulated his lumbering instrument to make the passage musically very pleasing, but it was probably a good deal more humorous than before transcription from the choral version.

The Telemann "Canon for Two Trumpets" which followed, was to my mind one of the most successful performances on the program. The structure of the piece is simple, and the two players did a very sensitive job of phrasing and of bringing out the successive entrances.

Continued on Page 4, Col. 3

## Duo Piano Recital To Be On Jan. 9

Agi Jambor, Professor of Music, and Horace Alwyne, Professor Emeritus of Music and Visiting Professor, will give a two piano recital. The concert is to be in Goodhart Hall on Friday, January 9 at 8:30 p.m.

Their program is as follows: Bach Concerto in C minor, to which there will be an accompaniment of strings, Schumann Andante Variations, Hindemith Recitative and Fugue, Rachmaninoff Sacred Dance, and Medtner Russian Dance.

## Nahm Illustrates Talk On Criticism

Dr. Milton C. Nahm of the Philosophy Department will speak on "The Fine Art of Criticism" in the Art Lecture Room of the Library at 7:15 p.m. on Wednesday, January 7. The lecture, which concerns aesthetic criticism, will be illustrated with slides, and is presented by Arts Forum and Philosophy Club.

The production of Mr. Timothy Sheldon's verse play, *The Uninvited*, on Friday and Saturday evenings in the Skinner Workshop, was an event as notable as it was satisfying. Although I do not mean to scant the obvious, particular excellences and imperfections of the play or its performance, I must commend first the doing of the thing itself.

A poet (and the same is true for his companions of the printed word, the essayist, the novelist, and that strange creature for whom we have no handy word in English, the writer of short stories) need only snap his creation out of the typewriter and thrust it into the hands of friend, enemy, or whomever he can clutch by the lapel for a few minutes—and he is in business. Of course, he may have a larger audience in mind, but that is only a matter of multiplication. He has his real, his first-hand audience. He can be read and understood, he can mark his success or find his failure, and go on from there.

### Problem of Playwright

The playwright has a different problem. He can also always find someone to read what he has written. But a play is to be performed, and he can realize his audience only imperfectly in readers. He can not judge whether he has done in fact what he meant to do. Only with a stage and actors and all the many unseen hands that go to make a performance can he hope to see his play as a play. He is his own most interested spectator. Only there, in the theatre, can he find what he needs to send him back usefully to his job of making plays.

Mr. Sheldon's opportunity was a large and grateful one: and well deserved. He has in large measure succeeded in *The Uninvited*. His verse is not mere decoration, he uses it feelingly to articulate his theme of the discovery of individual values in a primitive world, especially the defining of the nature and responsibilities of love. The verse is mostly (as it should be) subservient to the action it carries—though it tends sometimes, at its best as verse, to abstract itself from the action and to present itself directly to the audience. This is a lyrical flaw, and perhaps it explains the more immediate dramatic effectiveness of the comic elements in the play, which do not depend on the poetry for their effect.

### Character Development

I was troubled also by an occasional jerkiness in the development of his characters, particularly at the end. For example, Mae's difficult and complex choice between her husband Ansel and the boy Blind seemed on the stage unrealized, and her final return to Ansel therefore too abrupt and emotionally unexpected. Likewise Ansel's self-realization seemed sudden and too comprehending, especially in light of his reiterated stiffness of character; an unbending harshness needful to motivate Mae's initial and perhaps too easy betrayal. The web is not somewhat woven tightly enough. In saying this, however, I must at

Continued on Page 4, Col. 4

MERRY  
CHRISTMAS

AND  
A  
HAPPY  
NEW  
YEAR



## THE COLLEGE NEWS



FOUNDED IN 1914

Published weekly during the College Year (except during Thanksgiving, Christmas and Easter holidays, and during examination weeks) in the interest of Bryn Mawr College at the Ardmore Printing Company, Ardmore, Pa., and Bryn Mawr College.

The College News is fully protected by copyright. Nothing that appears in it may be reprinted wholly or in part without permission of the Editor-in-Chief.

## EDITORIAL BOARD

Editor-in-Chief ..... Eleanor Winsor, '59  
Copy Editor ..... Betsy Levering, '61  
Managing Editor ..... Frederica Koller, '61  
Make-up Editor ..... Miriam Beamis, '59  
Member-at-Large ..... Barbara Broome, '60

## EDITORIAL STAFF

Gail Lasdon, '61; Lynne Levick, '60; Lois Potter, '61; Gloria Cummings, '61; E. Anne Eberle, '61; Sue Shapiro, '60; Alison Baker, '62; Yvonne Chan, '62; Marlon Coen, '62; Linda Davis, '62; Sandi Goldberg, '62; Judy Stuart, '62.

## BUSINESS BOARD

Sybil Cohen, '61; Jane Levy, '59; Nancy Porter, '60; Irene Kwitter, '61; Sue Freiman, '61; Melinda Alkins, '61.

Business Manager ..... Ruth Levin, '59  
Associate Business Manager ..... Elizabeth Cooper, '60  
Staff Photographer ..... Holly Miller, '59  
Cartoonist ..... Margaret Williams, '61  
Subscription Manager ..... Elise Cummings, '59

Subscription Board: Loretta Stern, '60; Karen Black, '61; Gail Lasdon, '61; Lois Potter, '61; Danna Pearson, '60; Lisa Dobbin, '61; Sue Szekely, '61; Elise Cummings, '59; Sasha Stamel, '62; Doris Dickler, '60; Kate Jordan, '60; Jackie Good, '61.

Subscription, \$3.50. Mailing price, \$4.00. Subscription may begin at any time. Entered as second class matter at the Ardmore, Pa., Post Office, under the Act of March 3, 1879.

## In Dulce Jubilo

Our ancient authority whose name we have forgotten associates jollity and good-will with this season, and the Editors of the News, in an effort to maintain the tradition, having mulled several recommendations we might have made, but feeling it rash to suggest the total discontinuation of Common Treasury, term papers, cold cuts and last classes we express a mere hope that like the demons of the pagan world they may disappear about the twenty-fifth with the descent to earth of Truth and Justice, and pass on to other issues.

Looking then, around not beyond, Thursday, comes to our mind singularly, and the time when the boar's head, shrimp cocktail, rosemary, bay and other festive dishes are only memories, and the dust is still rising from the last of the mass exodus, and we are all at the mercy of that marvel of modern life, public transportation. Apropos of this we recall an article in a September issue of the New York Times (which unfortunately we have mislaid), calling to the attention of travellers on the NY. NH. and H. RR. the difference in various states through which the railroad passes and the tax levied in each on consumed food. In a time short enough for dinner the train passes through New York with no food tax, Connecticut with a 3% tax, Rhode Island with no tax and Massachusetts with a 5% tax. Since the tax on a check is figured according to the laws of the state in which the check is presented, one is immediately aware of the wisdom of planning meals that will not conclude in Massachusetts or even Connecticut, unless absolutely necessary.

For persons travelling west where states and therefore length of meals might necessarily need to be longer—but the possibilities are endless; a little planning, six meals in one day, none in the next.

Trusting that we have not increased the problems involved in any person's vacation, we hope in spite of all, a merry season, leaving the mistletoe to the King of the Woods who deserves it, and our radios and phonographs in the closet, we also hope in the interest of filling the most space with the least effort that all our readers will become engaged over vacation.



## Tale Told By ...

by Lois Potter

"Eh!" cried Scrooge, who thought for a moment that the plum pudding must have disagreed with him, "Spirit, what would you have of me? I am not the man I was. I say 'Merry Christmas' to everybody, I give my clerk the day off, I play Blindman's Buff with my nephew's family, and I just bought Tiny Tim a fire engine with a real siren. Have I not been punished enough? And who are you anyway?" he added, looking at the strange figure standing at his bedside. It was short and fat, with large round eyes, arms that looked like wings (Scrooge fervently resolved never again to have a second helping of plum pudding), and a pointed, beak-like nose. Gracious me! It looked like—oh dear, yes, and it was—an owl.

"Ebenezer Scrooge!" said the owl. I am the ghost of - - "

"Now, wait a minute!" cried Scrooge. "I've already met the ghosts of Christmas past, present and to come. I don't see where you fit in, unless"—he chuckled—"you come from the fourth dimension!"

The owl did not laugh. "I am not one of the great Christmas spirits," he said, "but only a sub-spirit, guardian and protector of one form of Christmas which you have not yet seen. Take my claw, and come!"

"I'd rather sleep," Scrooge began, but already he was soaring through the stratosphere, looking down on a world of ice and snow.

"Now where are we?" asked Scrooge, after about an hour of flying through the sound barrier.

"At our destination," said the owl, and they floated down to rest on the top of a Gothic tower. For a moment Scrooge thought himself in the ruins of an old cathedral, but then he heard voices beneath him, and a sound of merriment and jollity such as even the Cratchits, with nine noisy children, had never equalled. The owl and Scrooge climbed down the ivy on the tower and looked through a window.

Oh! The gaiety that they saw! Never was there such a dinner! At the tables, groaning beneath loads of celery, olives, and shrimp cocktail, dainty maidens with bright, laughing faces quaffed toasts of cranberry juice and exchanged modest smiles with venerable gentlemen, evidently men of great wisdom and learning, who mounted chairs and gave speeches bursting with wit and geniality. Sprightly lasses danced and sang around the tables, laughter rang, and conversation chimed, and wit sparkled, and faces glowed, and eyes shone, and teeth gleamed—in short, no one could hear anyone else talk, in that ringing, chiming, sparkling, glowing, shining, gleaming assembly.

"Ah, spirit," said Scrooge, with misty eyes, "this sight does my old heart good."

But hark! Through the festive noises, Scrooge heard a tap, tap, tapping, as of someone gently rap-

ping on a typewriter. "What?" said he, "Can it be that someone is working at this sacred time?"

"Alas, it is to true," said the owl, and they crawled along the ovy until they could look through the window from which the sound came. And lo! there at a table in a musty garret, surrounded by mounds of paper, sat a fragile young lady at a typewriter, weary and ill at ease, as her fingers wandered idly over the noisy keys.

"Why is she not with the others?" asked Scrooge.

"She is trying to write a 30-page history of the Decline and Fall of the Roman Empire," replied the owl. "It is due at 9:00 tomorrow morning, and she is on page one."

At this moment the young lady raised her head, and in a voice that would have brought tears to any eye, cried out, "Ah, that my poor, dear mother were here! Fool that I was! Why did I not do the read-



ing until this morning? Why did I not start writing until this afternoon? Why did I not start typing until this evening! Oh, woe is me! Christmas! Bah! Humbug!"

"What can we do?" whispered Scrooge. "I'd write her paper for her, but I don't know anything about the decline and fall of the Roman Empire."

"Neither does she," the owl whispered back. "But that doesn't matter." He snapped his fingers three times, and Nero appeared, violin in hand, followed by Diocletian, Constantine, Julian, and Gibbon. The young lady looked up and then buried her face in her hands.

"That settles it," she moaned. "Never, never, never again will I leave a paper to the last day."

Nero drew his bow across the violin with a fearful screech. "Don't be alarmed," he said. "There's nobody here but us ghostworkers."

And the four ghosts went over to the typewriter. Nero began to dictate his memoirs to Gibbon, while Diocletian and Julian explained to Constantine that they didn't really have anything against

## Letter to the Editor

## Wardens Not Keepers Of 'Ivory Tower' Gates

To the Editors:

We would like to bring to the attention of the rest of the college what appears to us to be an incidence of misnomer—the term Warden. The connotations of this word present a picture that is not only distasteful and incongruous, but at times, ludicrous.

In accordance with our honor system, it seems to us that the function of the word is more advisory than supervisory. Therefore, we would like to suggest that the name Graduate Advisor be adopted.

We are tired of explaining that the Warden is not the gatekeeper of our ivory tower.

Respectfully,

Ruth Levin '59  
Star Kilstein '60  
Nancy Porter '60  
Jean Hoag '60  
Nora Reiner '61  
Joan King '61  
Joan Simpson '62

## Letters Protests Chorus Gets No 'News' Report

To the Editor:

The Dean's Office had known about it for months. Rehearsals of the largest non-ipsos facto organization on campus went on for nine weeks. Freshman composition classes were emptied, midsemester changed, and the campus depopulated by 20% for three days in a row. Flocks of Bryn Mawr students, all attired in striking black and white, arrived in Philadelphia to participate in performances on a professional level. An instrument which was designed and constructed with the help of two Bryn Mawr girls was used in solo capacity in the same performance. The Chorus Concert with the Philadelphia Orchestra was indeed a major and exceptional event. It is disappointing that it was not acknowledged and acclaimed by the News—the organization whose business it is to make such reports.

Cynthia Lovelace  
Gail Bertholf

the early Christians, but they had to feed the lions something. To the tune of a heavenly choir singing "Rudolph the Red-Nosed Reindeer", the owl and Scrooge carried the young lady into the banquet hall, where she arrived just in time to snatch the last limp piece of turkey from the meat platter.

## A NOTE OF THANKS

The Editorial Staff of the News, ever under the shadow of headlines, is thankful, obliged, beholden, indebted to, under obligation to the nameless, anonymous, unknown grantor, donor, testator, investor, subscriber, contributor, fairy godmother who so benevolently, kindly, generously, well-meaningly, amiably, graciously, tenderly, considerately, warmly, sympathetically presented us with the Thesaurus.

The News would like to announce, voluntarily, a Reviewing Contest. Rules: 1) Every member of the Undergraduate body shall be eligible except such persons as may be employed by organizations having an intimate concern with artistic endeavor, and members of the immediate family of said employees. Such persons are not merely eligible; they are encouraged. 2) The only criterion used in ascertaining the winners shall be High Quality. 3) Prizes, lavishly distributed, shall consist of honorary and consultative position on the News, with the title, Curator of Reviews.



# Four Discuss The Challenges, Rewards and Values Of Teacher Training Programs And Practice Teaching

## "Liberal Arts And Physical Energy" Says Teacher Turned Grad Student

(From an interview with Elizabeth Carrow, Graduate Student, Department of English)

Teaching on the secondary level is personally rewarding but consumes an immense amount of physical energy, and involves many non-academic factors which students in college are not likely to consider, or persons teaching in college ever liable to face. This is the general statement which Betty Carrow, presently a Woodrow Wilson Fellow in the Department of English, had to make about her four years of high-school teaching. Miss Carrow had become a high-school English teacher after a four year liberal arts course, which included enough courses to enable her to meet state certification.

Miss Carrow personally found that her education courses, except for practice teaching experience, were of little value in the classroom, and meant far less to her as a teacher than the depth of subject matter she had gained in her liberal arts education. State law, however, will not in most cases allow a person to teach without these required education courses.

### Description of School

The school in which Miss Carrow taught was in a university town, which in her opinion was a definite factor in determining the quality of the students and some of the best were equal to those whom one would find in a good private school. The classes in this high-school were not divided on the basis of intelligence, however, and the range of I.Q. was in one class about one hundred points. In attempting to interest all members of such a class a teacher has all the possibilities of arranging the class on varied levels and assigning extra reading for advanced students.

The only limitation on subject matter was the availability of texts, since public school students do not have to provide their own. The general area of the curriculum was fixed, that is, American literature for the tenth grade, but within this the teacher had freedom to choose the books her class would read. Often one must teach the selections included in anthologies, and it takes ingenuity to get paperbacks and work them into the program for extra-reading.

### Preparation Discussed

The preparation for an hour of class teaching depends much on the individual. Liberal arts students may tend to take this more seriously than straight education graduates. In this area nothing can compensate for a liberal arts background. "Teaching," said Miss Carrow, "is largely a matter of common sense, supported by personality and subject matter." There is a popular notion that a liberal arts major may be too scholarly for a high school classroom, and it is true that an over-scholarly approach may not achieve the results one wants.

Discipline also, which Miss Carrow, unlike many educators, is willing to admit is a genuine problem, requires common sense. Education courses do not discuss this comprehensively or well, and what helps most is talking with or observing successful teachers. On the first day the teacher simply lays down the law, lets them know she won't budge an inch, and as soon as she has the situa-

tion under control can become more flexible. If you begin the free way, you have trouble.

Students are shrewd; they can sense about anything, including unpreparedness and disorganization, but basically they like a hard teacher, and they don't really relish being able to get away with anything.

The real difference between high-school teaching and the milieu the college student is accustomed to are the numerous extra-curricular demands made on a teacher's time. She must sponsor, chaperone all manner of activities. Miss Carrow was faculty advisor to the newspaper, and said it was like teaching another class since one had to rewrite the whole thing for them anyway.

### Bookwork Time Consuming

Bookwork, for there are no secretaries, reports and forms take endless hours of work. Actual teaching is a course of interruptions, and a teacher must be flexible in her preparation. Often everything seemed to come before teaching, Miss Carrow said. And so many things are happening at once you feel you are on an assembly line.

Parents are another big problem, since there is much pressure from city administration in their support. One must stand one's ground, but also be careful to avoid any action or decision that really is rash. Many parents, of course, are very helpful and provide a teacher with some of her best social relationships.

### Student Relationships Rewarding

Individual relationships with students are the really rewarding thing about teaching, said Miss Carrow. She herself chaperoned activities and trips because she really enjoyed doing this. Children appreciate a sense of humor in a teacher, and they want to be well taught, no matter how they try to avoid it.

After four years of teaching, Miss Carrow misses her students, finds it fun, but not too difficult to return to regular academic work. She had not had to take any courses while she taught but she did take summer courses for personal enjoyment. "One doesn't change much," she remarked, "in five years."

## Greek Newspaper Discusses BMC

The following article discovered and translated from a Greek newspaper by Dorothy (Burr) Thompson '23 was rediscovered in the December 6, 1933, issue of the News.

In the United States where a man can find all he can desire, there he will find something unique in the world—the antithesis of our absolutely male democracy of Athens: the female university of Bryn Mawr.

Not far from Philadelphia, in a place of almost incredible beauty in the foothills of the Allegheny mountains, there is a most charming as well as a strange settlement. In the center is a colossal nevertheless not an ungraceful building, before which stretch flowery lawns, several metres in breadth and length. Right and left of the two smaller buildings above are the other buildings, each of which include about 200 public and private.

Continued on Page 4, Col. 1

One Bryn Mawr graduate, one senior and a graduate student who has been a high school teacher for four years and Miss Rachel Cox, professor of education, present for the News their personal experience relevant to the current "Crisis in education." This survey includes public school teaching only since this is the area where most problems are located and toward which most programs are directed.

## Student Teaching Deemed Exciting

by Rita Rubenstein '59

Notwithstanding embarrassing gesticulative "moments of recognition" by students in Philadelphia department stores, and overheard comments of, "Aw, she's only half a teacher" whispered by eighth graders one has just admonished, practice teaching can be quite an experience, both exciting and demanding.

What can be rather baffling to the settled and perhaps "in-grown" Bryn Mawr is the necessary alternation between the character of student three days a week and teacher the remaining days. After three years of education in our very classic grain, it is certainly a departure to a program which combines traditional course work with 15 hours of professional experience. But once on to the 6:30-alarm-7:30-local-8:00-class regimen, the satisfying and rewarding moments of the teaching experience itself can more than compensate for the minor requisite difficulties.

### Second Year for Program

The Class of '57 was the first to benefit from the acceptance of practice teaching on a regular course-accredited basis; since that time three students have annually participated in the program. As there is no major in Education, it is particularly advantageous to the prospective teacher who desires certification in a public school system without taking a fifth year in graduate school. The practice teaching, when taken in conjunction with other "ed" courses offered, or with summer work elsewhere, will fulfill the pedagogical requirements of most states. Plans to take 301a, "Principles of Teaching in the Secondary School" (which comprises the two-hour seminar and the field work) should be made early in one's college course, as, according to the catalog, "a course in General Psychology is a prerequisite to all advanced work and should be taken not later than the sophomore year." The choice is therefore open to those interested to either include psychology and other pedagogical courses in their regular curriculum or to plan summer study. In addition to the basic course, educational psychology and methods courses are strongly advised prior to the actual commencement of the student teaching.

### Beginnings Described

In an effort to coordinate, as nearly as possible, the opening of the Lower Merion Schools with the introduction of the student teacher to the classroom, the latter is obliged to arrive at college about two weeks before classes begin. First, there is the usual period of observation and getting acquainted with the cooperating teacher, the classes and the school traditions and philosophy. Yet, there is no tarrying in this capacity as spectator; the cooperating teacher is instructed on the "easing in" of her apprentice to the teaching role. One rapidly finds oneself the cyno-

Continued on Page 4, Col. 5

## P. Page '58 Describes AMT Program As Providing Excellent Preparation

by Patty Page '58

The Harvard Graduate School of Education provides a one-year program of study and practice teaching, leading to an MA, which prepares a liberal arts college graduate with the necessary certification requirements for teaching in the elementary or secondary public schools. Admission requirements and information about other education programs are given in the catalogue of the Graduate School of Education.

The AMT program for teaching in the secondary schools is designed to prepare people to teach the subject in which they majored in college. Briefly, the course requirements leading to a degree are: one semester of educational psychology, curriculum and methods in the prospective teacher's subject field, philosophy or history of education,

## Psych. Professor Advises Program

by Linda Davis

Rachel D. Cox, Professor of Psychology and Education and Director of the Child Study Institute is the promoter of the practice teaching program at Bryn Mawr. Mrs. Cox strongly advocates this program, whereby a student can obtain practice in teaching during her senior year, especially for those who are interested in entering the teaching profession directly after graduation.

Girls who have an interest in taking part in this plan are advised to take Psychology I in their freshman year and continue to take Psychology and Education courses during their sophomore and part of the junior year, so that they will have free time to practice teaching during their senior year. The senior year is the preferable year for practice teaching, because an adequate preparation and sufficient time are necessary.

The main advantage of the program being enacted during the senior year is the large amount of time which may be devoted to graduate study and specialization. Girls have a clear idea of exactly the type of work they would be doing after college and they have the opportunity to see if they have the special gifts necessary for the profession. They will also be able to discover whether they have the patience and a personality suitable to a teacher. A girl receives the rare opportunity of having practical experience in a job which she is considering before she is committed.

Students are permitted to do practice teaching on the Elementary, Junior and Senior High School levels. They are expected to complete 180 hours of teaching, the minimum number of hours required to receive a teaching certificate in Pennsylvania and other states.

Mrs. Cox remarked that the girls taking part in this practice teaching program have found it a demanding but rewarding experience.

and a course in the sociological foundations of the American school. In addition to these four one-semester courses, the candidate for the AMT must take at least two semester courses in her subject field and one semester of principles of teaching followed by a semester of practice teaching. Appraisal exams are given in the psychology, philosophy or history of education, and sociology courses in September. These exams enable an individual to substitute a liberal arts course for the education courses she appraises.

### Two Programs Available

Two programs are offered, both leading to the same degree. The Apprenticeship program begins in September and follows the program of studies outlined above. Practice teaching is done in school systems in the metropolitan Boston area during the second semester. An apprentice is assigned to one school where she teaches under the guidance of a master teacher from Harvard, who visits occasionally, and the regular teacher whose class she is teaching. As the semester progresses she is gradually given full responsibility for two classes.

The Internship program begins with a summer session at the Harvard-Newton Summer School where the practice-teaching requirements, the curriculum and methods course and the principles of teaching course are completed. During the year the intern takes the other required courses, with the exception of the sociological study of the American school, and teaches full-time with full responsibility for one semester, receiving a salary from the school board in the particular town where she teaches.

### Advantages Listed

There are several advantages to the Internship program. The salary covers practically all of the tuition expenses for the year and when the intern graduates she is credited with having had teaching experience. On the other hand, the Internship program is much more grueling than the Apprenticeship and many of the interns feel that their summer practice teaching does not really prepare them for full-time teaching in the fall or spring.

Generally speaking, the emphasis of the Graduate School of Education is on theory rather than practice—at least in the first semester education courses. This tends to make the courses more interesting than the popular conception of education courses and makes the practice teaching experience more meaningful.

### Courses "Survey"

Another point worth noting is that the MA program is more accurately described as a fifth year plan. The education courses are all "first year" or "survey" courses. Also, it is recommended that students do not take any graduate seminars or graduate courses but rather fill in the gaps, concentrating on breadth rather than depth. This last is not a hard and fast rule, however.

Those who graduate from the Graduate School of Education are assured of a job, usually a very good one if they venture "west of the Charles River." The program gives the prospective teacher an excellent preparation and foundation for teaching, especially in the organization and presentation of materials. It also provides an excellent opportunity for those who are unsure about whether or not they want to teach to find out.

## Notice

Finding Lists on sale at Office of Public Relations in Taylor Hall. \$1.00.



## Harvard Debaters Defeat Wellsley, Holyoke Terms Yalies "Conformists"

November, a period of relative calm on the cloistered Bryn Mawr campus, seems to have been a month of frenzied activity for compatriots in sister colleges.

In Wellesley, female debaters battled verbally for two hours with Harvard counterparts only to be sent to a crushing defeat. Holding that women prefer death to dishonor, Wellesley orators waxed long and eloquent, citing commendable examples as Juliet, Dido, and Cleopatra. In refutation Harvard speakers had only to quote the French sage who said, "There are few chaste women who aren't tired of their trade" before dealing their winning coup. Although Cleopatra, Dido, and Juliet chose death, they said, these all-too-normal females chose it only after dishonor.

### Wellesley Defeated

At the same time their debating society was being dealt this shattering forensic blow, the Wellesley basketball team was defeated 45 to 36 by the Massachusetts Correctional Institute to the roaring approval of uniformed spectators at the Framingham Reformatory.

Girls at Smith witnessed a small degree of excitement when a group of "Yalies" stormed the campus to protest the election to the presidency of Smith of a favorite Yale faculty member, Dr. Thomas Mendenhall. The reception of these angry young men was somewhat less gracious. One polemic youth bearing a poster reading "We've grown accustomed to his face" was answered by his rather irate hostess with a well-directed bucket of water.

### Yalies Continue Suffering

At Mount Holyoke, Yale men were receiving only slightly better treatment. In a survey on the question "Can men's colleges be typed?", Holyoke girls generally agreed that, although no generalization is perfect, Yalies are ivy-league conformists, while their Harvard counterparts are definitely intellectual, if slightly immature. The Trinity man is a "reg-

ular guy", the Princetonian a social-conscious swaggerer, the Williams boy a real "snowman". The one from M.I.T. is scientific, the Dartmouth man a concealed hoosier, the Amherst student "ever so casual", and the Brown boy fine and friendly.

Hearing of this frenzy of intellectual activity on sister campuses makes one think. Perhaps we should give up knitting . . .

## Bureau of Recommendations

### CHRISTMAS VACATION BABY-SITTING

Please leave your name with Miss Farjeon in the Bureau of Recommendations if you are going to be in the neighborhood for any part of the vacation and are willing to baby-sit. There are already many calls and there will be many more.

### Odd Job, now Open:

Please see Miss Farjeon.

Lantern Slide Substitute: History of Art class, Mondays, Wednesdays, and Fridays at 12. May be needed this Wednesday.

Typing: 10-20 page paper in Spanish. Material will be ready by January 6th. Paper must be done before examinations begin.

Chaperoning: The Sniprey School—take group of students to and from skating rink. Eight Thursday afternoons beginning January 8th. 2-4 p.m. \$1.00 an hour.

### Jobs for Next Year:

Please see Mrs. Crenshaw.

### Teaching Positions:

Boarding school in Tacoma Washington. 1) Music, (piano, organ, group singing); 2) Fifth grade; 3) Sixth grade.

Residence required. Beginning salaries, \$2800 and living.

Boarding school in Bucks County, Pennsylvania: 1) Latin; 2) French. Residence required. Beginning salaries, \$3000 and living.

### Further Training:

The Radcliffe Summer Course in Publishing Procedures. Two full scholarships available. See posted

Continued on Page 5, Col. 5

## Greek Newspaper Article

Continued from Page 3, Col. 2

rooms. Behind the three central buildings and in a wood which covers the side of the foothills of the Alegebies are charming little villas—little single dolls' houses with three, four or at the most five rooms.

The whole place is surrounded and divided off by lawns, small artificial lakes, gardens, tennis courts, grounds for gymnastics and athletics, for golf, for cricket and all such activities which are necessary to the life of a well brought up Anglo-Saxon.

The region of the settlement holds something magic, something not of the world; it is, you think, when you approach, when you see it open before you, such a place as most of the Romanticists write about in their universal Utopias. The mythical and fantastical character of the whole place is given by the character of the living beings who infuse life and movement into their incredible colony. There are about 600 girls, girls but not in uniform, the prettiest of little American creatures who play tennis or cricket or do rhythmic gymnastics or two, three and four together walk among the gardens and parks or sit in a corner in the shade of a tree a century old and read. A sight not for mortal eyes.

We are dealing with the largest women's university in the world, the College of Bryn Mawr in the United States. But because we are dealing with a college not a university, with the education of the rich girls of the United States who stay

ten months a year and three years in succession in Bryn Mawr they are taught what they want, from cooking to higher mathematics, surveys of all the branches of knowledge in such a way that young girls or their parents have nothing to do but decide what they want to study.

The teachers number 100, those who have undertaken to teach these 600 girls that is—but why quibble—they are women! Because no male may enter Bryn Mawr as no female foot may enter Athens. With one exception! With the exception of the "Prenuptial Chambers." For there are in other words in the central buildings several rooms or parlors into which at their request with the permission of the parents, and of the administration—the young charges of Bryn Mawr may receive the visits of gentlemen, who nevertheless in most cases—there is scarcely an exception with the high approval of the family—are chosen to unite their lives with the charges of Bryn Mawr whom they visit. Once a week such visits can be arranged, which, nonetheless, cannot be stretched beyond a half hour. The unhappy-happy inhabitants of the paradise of Bryn Mawr have no more than half an hour a week to exchange oaths of eternal faith and love with their chosen mates.

The austere limited character of the visitors and the significance of the visits give to the rooms of Bryn Mawr where these visits take place the characterizing name: "Prenuptial Chambers."

## Brass Ensemble Concert

Continued from Page 1, Col. 4

trances of canonic lines.

The three lower instruments of the sextette then played two pieces by Handel: a Largo from "Rinaldo", and "Sound an Alarm" from "Judas Maccabaeus." The first was in a solemnized French Overture style, with its pattern of slow dotted rhythm. The "Sound an Alarm" had a relatively fast tempo and several heraldic horn calls. The trombone and tuba were brought into prominence by contrapuntal running passages.

In the "Three Pieces" which followed: Intrade, Sarabande and Bal, the trombone player played the bass trumpet. The fugal texture of the Intrade formed a contrast to the slow chordal Sarabande which followed. This slow piece had a chorale quality and made use of the rich depth of tone in the brass ensemble. The Bal, a gay, syncopated piece, was finished off with a beautifully cohesive retard.

### Modern Half

The modern half of the program introduced, in the main, composers relatively unknown to those not immediately connected with brass ensemble literature. It started, however, with a Sonata by Francis Poulenc for horn, trumpet and trombone. There are three movements: Allegro Moderato, Andante and Rondeau. The first had a humorous touch of the unexpected. The trumpet starts off the sprightly melody of the allegro, until finally on the repetition it pauses doubtfully, and the whole trio swings into slower counterpoint with dissonant harmonies. Later a downward trumpet cadenza scale leads to an entirely new quick theme, and then back again to the opening melody. The coda which follows seems to be leading with a transition passage to a slower minor section, when without any accidental preparation the movement ends. The trio of brasses played the movement with the precision and unity which is essential to its success.

### Andante "Acid Harmony"

One of the players warned us beforehand that the Andante would have some pretty "acid harmony". We weren't disappointed, for with a pattern of classic broken chord accompaniment in the horn, Poulenc manages to slide through all sorts of strange and dissonant harmonies. The movement as a whole seems to approach variation form, with the melody almost entirely in the trumpet. The interrelation of parts is much less complex than in the preceding allegro, in order to focus attention on the harmonic structure.

"In the last movement," we were told, "the trombone gives us a very funny glissando." I was delighted to find that the trombone gave us a whole series of "funny glissandos," and even the horn did its best to imitate with like effects.

The theme is a characteristic and lively one, enough to carry the somewhat repetitious Rondo form without monotony.

The second modern composer on the program was Alan Hovhaness, a well-known, American composer, as famous for his titles as for his music. This piece was called "Sharagan and Fugue". The Sharagan is the slower of the two sections, in an organ chorale style, with many moving bass parts. The subject of the Fugue is stated in the trumpet, and moves down through the sextette.

Two trumpets, trombone and horn then played a Quartette by Arthur Frackenpohl, who teaches at the Potsdam State Teachers College in upper New York State. It is in three movements: Vivace, Moderato and Allegro, and is generally very idiomatic to the brasses for which it is written.

The Vivace was to me one of the most enjoyable pieces on the last half of the program. Frackenpohl uses several interesting devices: leaving held over one note of a chord, one note crescendo swells, and a great deal of dynamic range. In the second movement, the players said they had great fun following the chorale tune on which it is based. This was very audible, as they clearly brought out its melodic line as it moved from one instrument to another. The last movement is quick, with many fanfare passages arresting the flowing contrapuntal movement. The group sharply defined their cutoffs, and brought out the alternation between racing brassy and legato passages.

### Piece by Curtis Student

The next piece was written by David Uber, a trombonist, studying at Curtis. They called it "very entertaining", although perhaps not great music, and remarkably idiomatic to the brass ensemble. The trombonist in this piece alternated between playing trombone and euphonium. Uber's "Miniature Symphony for Brass" has four short movements: Allegro, Andante sostenuto, Allegretto and Allegro moderato. The first movement has simple running harmonies, and a two part song as the recurrent theme. The Andante is written in a style somewhat approaching that of the French Overture, but then has intermingled some rather jazzy trumpet passages. The Allegretto uses a euphonium instead of the trombone, and no tubs. It has some fugal imitation. The Allegro brings back the tuba, and has some very rapid euphonium parts.

### Quartet Entertains

For an encore, the sextette first played Brahms' Chorale Prelude of "Es ist ein Ros entsprungen", which has lush harmonies typical of Brahms, and then the Gigue by Johannes Pezal which they had rehearsed for us in the afternoon workshop.

## Basketball

On December 11 the Bryn Mawr basketball team, this week consisting of the half of the squad which did not play December 4, bowed to a strengthened team of Waves from the Phila. Naval base, 53-23. The fact that BMC was on the low end of a score similar to last week's, when we won, was partially due to the addition of a very tall player for Navy, who had been their ace scorer but who was unable to come to the previous encounter.

Another explanation lay in the fact that the team that took the court this week had had much less actual experience, which was the real purpose of these practice games. The guards played well on the whole, though the Navy, somewhat taken aback by our zone

system last week, had made some allowances for it, thus strengthening their offense. Miss Schmidt, the basketball coach, was making several experiments in player combinations, so no forward saw so much action that she pilled up an enormous scoring total; however, both Ruth Krastins and Pixie Schleffelin scored nine points.

The foul column provided interesting comparisons. There were more fouls this week, although the game was not faster, and Bryn Mawr was responsible for the majority of them. December 4 we committed 10 fouls to their 18; this time we fouled 13 times to their 8. Ordinarily, Bryn Mawr teams are known in the league for committing the fewest fouls, but unfortunately we seem to convert very few shots too.

## Ensemble Workshop

Continued from Page 1, Col. 2 (Wagner).

Basically the trumpet has the same derivations as the horn, explained Mr. Krauss. The Post Horn, still in use in England, is its closest ancestor, an instrument which, by triple-tonguing, Mr. Krauss managed to make "sound quite virtuosic." The next trumpet development was the Flugel Horn, a sort of cross between the trumpet and the French horn, most closely comparable to the horn in its melodious tone. The modern chromatic valve trumpet wasn't developed until quite late. Richard Strauss was one of the first composers to write for it.

Most laymen think of trumpeters as using a great deal of wind in producing a tone, but Mr. Krauss said that on the contrary "a common ordinary breath is enough."

A lighted match held at the bell of the trumpet barely flickered when he played a loud note. "We play with intensity, and not with volume," he further explained; it is leaning on the sound which gives it a full tone.

Mr. Smith, the trombonist, pointed out that brass instruments came rather late to the orchestra, and that the trombone was one of the last to appear. Beethoven was the first to use them regularly, but only as a re-enforcing instrument. The Magic Flute (Mozart) is the first opera to include trombones, and in the Tuba Mirum of Mozart's Requiem the trombone is actually used as a solo melodic instrument. During the Romantic period, the trombone acquired more and more virtuosic and melodic parts.

### Versatility of Trombonist

A symphony trombonist is expected to play two other instruments as well: the bass trumpet, which came into use with Wagner, and is just a large trumpet, in tone "very much like the trombone; perhaps not quite so noble as the trombone", and the Tenor Tuba. This is also called the Euphonium, or Baritone Horn. It has become the cello of the band since its introduction by Wagner, and has a mellow tuba-like tone. Mr. Smith played us a sprightly passage on this instrument, commenting, "It's difficult to make elephants dance, but it's fun to try."

Tuba, explained Mr. Torchinsky, means trumpet in Latin, so does not fit its definition now at all. The modern tuba is descended from the Serpent, a snake-like tube which was the first bass of the wind family. It was used until the nineteenth century in the Catholic church for plainsongs. The Russians invented several instruments approaching the present-day tuba, until the instrument we know was finally developed from the Sousaphone. As late as 1885, however, the serpent and ophicleid were still extensively used in concert music, even by Wagner.

The whole ensemble then rehearsed a Gigue by Johann Pezal on stage. This proved for the audience to be a delightful exhibition of superb musicianship, tempered by some of the most common of rehearsal foibles.

## Student Teaching

Continued from Page 3, Col. 3

sure of 26 pairs of curious eyes, as one desperately attempts to appear confidently omniscient. In the beginning one assumes the responsibility for isolated lessons, gradually working up to the undertaking of whole units. This reporter was faced with the task of learning U. S. geography before she could realistically assume full responsibility for that phase of a seventh grade Social Studies course.

It is exciting. It is worthwhile. The prospective teacher, burdened perhaps by an armload of 50 booklets that await perusal and grading, is convinced of this as she faces mid-semester on the morrow.



## Vassar Fighting Student Apathy

The article below is reprinted from the Pembroke Record, November 18, 1958.

The administration of Vassar College has proposed a platform of reform. At a required college assembly, the existing situation of academic affairs was reviewed and a new policy put forth. The administration recognized the apathetic attitude of the student body toward outside activities. Last year the College Government was discontinued.

### Activities Abolished

At the assembly it was proposed that all extracurricular activities be abolished. Silence fell—then thunderous applause. It was further stated that students would be allowed to start their own groups, if the need and the desire be there.

Continued on Page 6, Col. 3

MERRY  
CHRISTMAS

To All

And To All A  
GOOD VACATION

DINA FROST  
Bryn Mawr

Unfurnished 3 bedroom apartment in Villanova available Jan. 1st. Living-dining room, kitchen, cellar, private enclosed yard, and car-shelter. Phone Lawrence 5-7179

## J. Winter Talks On Times Forum

Last Sunday Jackie Winter, a senior who is studying this year at Barnard, was on the panel of the television program, The New York Times Youth Forum. Before she went she stopped here for a conference and had time to explain a little about the program.

"The topic for panel discussion this time is 'How Does the European Market Affect the United States?'" Jackie said. "There are four student panelists, the moderator and a guest, who is connected in some way with the topic; this time it's the ambassador from Austria, and I haven't any idea why, because Austria doesn't belong to the European Market."

"You come up early before the program, and are made up so you don't look so blank. At first you're nervous and you think you're going to say, 'Hello, my name is 17, and I'm Jacqueline Winter years old,' but after the first question you're not nervous at all."

"The program I was on this summer had as its topic Germany's Place in the Western Alliance."

HAVE A HAPPY  
HOLIDAY IN A HAIR-DO

Styled and Set By  
THE VANITY SHOP  
LA 5-1208

Jeanett's  
Bryn Mawr Flower Shop  
823 Lancaster Avenue  
We Wire Flowers  
Lawrence 5-0670

## Two BMC Students At SCUSA Conference Report on West Point, Speakers, Discussion

Last Wednesday two seniors, Gail Beckman and Penny Eldredge, left Bryn Mawr to spend a full four days at West Point, New York, attending the annual SCUSA—the Student Conference on United States Affairs. The general topic of this year's conference, which, sponsored by the National Security Council, lasted through Saturday, was the problem of "the middle billion," i.e. those people in the underdeveloped areas of the world.

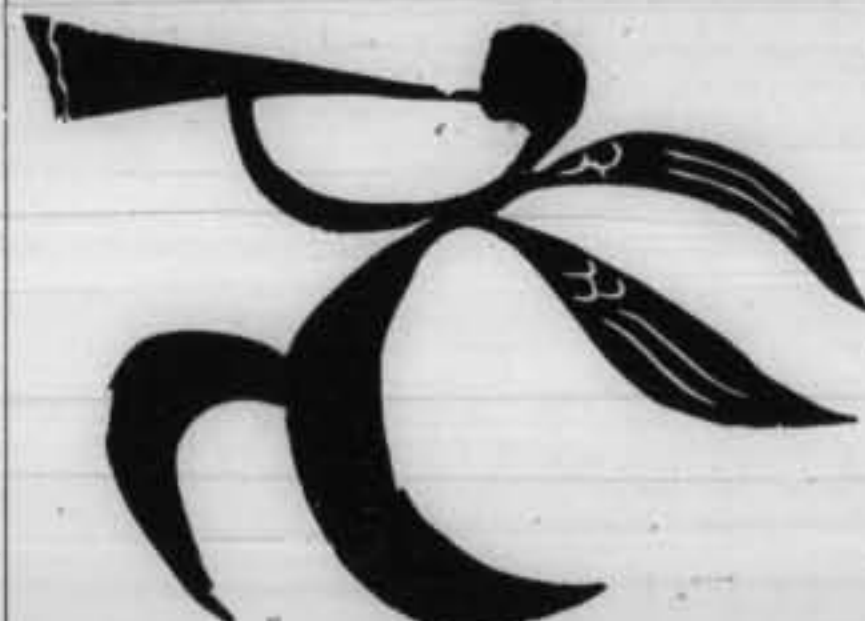
To facilitate real student participation, rather than a simple series of addresses by notables, all the college delegates (some 222 in all) were divided into panels, each of whom kept the same membership throughout the four days; most of these panels were divided again to accommodate the large group without becoming oversized.

Gail was on one of the two panels on Latin America, and Penny was on the most popular panel, on the Moscow-Peking Axis, which was split into five parts. There were also discussion groups on the Middle East, South and Southeast Asia, East Asia, and Africa east of the Sahara.

Each panel consisted of about 15-20 students, plus two faculty advisors. The students had indicated beforehand which panel they

would like to be on, and according to Gail, most of them got their first choice. The discussion group, always keeping the same general area to consider, met for 2½ hours after breakfast and after lunch on Thursday and Friday, and on Saturday after breakfast only, as the final session in the afternoon was devoted to the reports of each discussion section. Wednesday afternoon there was

sions again. In the evening the tired panelists were glad to let someone else do the paneling, as James Hagerty, the President's Press Secretary, Paul Nitze of the Security Planning Commission, Peter Frelinghuysen, United States Representative from New Jersey, and Colonel G. A. Lincoln (father of Fritzie Lincoln, BMC '60) discussed the main topic of the conference, what actually "could be



an introductory address by Christian Herter, then dinner and informal meetings in Grant Hall, which Penny describes as being "like the Deanery, only bigger." These informal meetings (held nightly during the conference) gave the students a chance to discuss things with the speakers and with each other.

Wednesday's late discussions hardly seemed to have ended, the girls said, when Thursday began with 7:30 breakfast, panel meetings from 8:30-11:00, tours of West Point, dinner and discus-

done about" the middle billion.

At the banquet Friday evening Henry R. Wriston, the President of the Council of Foreign Relations and President Emeritus of Brown University, was the speaker, and according to Penny, "He struck a note of optimism—no pie in the sky nonsense. He drew on history to show that other generations had seemed to have problems before. He really appealed to his young audience, saying that never before have so many young men and women been trained in the science of government, and that because we understand the institutions perhaps now we can keep up with the perplexities of running the government. It certainly was a refreshing point of view, and when he finished, people spontaneously got to their feet to clap."

The panels themselves, while facing the problem of tackling enormous world problems in only four days, discussed a wide range of topics, and drew conclusions, which are annually amassed and sent to the National Security Council. Each time the students returned to their discussion groups, they found the results of their previous session's debate all neatly mimeographed in outline form. (Both girls expressed, with a rather wistful expression, that this would be awfully nice after lectures here . . . )

The moderator for Penny's panel on the Moscow-Peking Axis was Dr. T. T. Hamond, an expert on Russian history, who had just returned from his third trip there; the other advisor was Dr. Roger Swearington, an expert on China and Japan. Their group started with the question, "Is there any chance of there being a revolution soon in Russia or China?" and they eventually decided there was no immediate chance of that or of another let-up such as the one a few years ago.

In that session they also covered U. S. objectives and decided on containment and capitalization on

Continued on Page 6, Col. 1

**BUREAU OF  
RECOMMENDATIONS**  
Continued from Page 4, Col. 2  
notice.

Near East College Association: Graduate students with teaching experience for the American College for Girls in Istanbul and the American University in Beirut. List of positions posted on the Bureau of Recommendations bulletin board.

Anything Fine In The  
Musical Line  
Expert Repairing  
LOCKERS  
Fine Musical Instruments  
At prices you can afford  
21 S. 18th St., Phila 3, Pa.  
LOcust 7-2972  
Treasury of  
Folk Song Instruments

## DELIGHTFUL



Dear Impatience:

All right, all right... I'll buy Nail Glaze Kits for all your teachers! You know, that smart Juliette Marglen makes them in three assortments: one's called PASTEL (this is for you)... four yummy pinks and corals, plus Cellini Gold and Cellini Silver; one's MODERN (my choice) with six of those marvelous high-fashion colours like Degas Mauve, Lautrec Orange, Cellini Bronze; the other's CLASSIC (this just can't miss)... four basic reds and roses plus Juliette Marglen's wonderful JewelBase and Jewel-Seal. Just let me know which to send whom.

For this personalized service above and beyond the call of even maternal duty, we'll expect you to save at least one evening for "just us folks."

Speaking of us folks, you'll be amazed at the change in Jimmy since you went away—I think he's finally, if reluctantly, been convinced that there's hope for you. I overheard him telling friend Rocky about his beautiful red-haired sister who "smells like sunshine." I didn't have the heart to tell him it's your Fabergé Flambeau perfume from Paris...

Flambeau reminds me that we're dining by candlelight tonight. To take your father's mind off the fact that he can't see what he's eating will be a new luxury-model ME in the gold brocade robe he gave me last Christmas... and Cellini Gold fingertips, courtesy Juliette Marglen. Think you're the only red-headed siren in the family? En garde! And love,

Mother

### EUROPE

Dublin to the Iron Curtain; Africa to Sweden. You're accompanied—  
not herded around. COLLEGE GROUP. Also shorter trips.  
\$885—\$1340.  
EUROPE SUMMER TOURS  
255 Sequoia, Box 22  
Pasadena, Cal.

### HAMBURG HEARTH

Now Open Until  
1 A. M.  
Fri. and Sat. Evenings  
Also

Delivery Service  
Between 8 & 10:30 p.m.  
Daily Except Sunday  
LA. 5-2314

## Secretarial Coaching

for College Women

A short intensive program of shorthand training especially designed for girls with college background. Expert teaching in an informal atmosphere with small groups of college-level associates assures rapid progress. Before you know it, you'll be a private secretary in the field of your choice—medicine, law, advertising, publishing, foreign service. Our discriminate job placement is professional—and free. Write, call, or telephone PENNYPACKER 5-2100 for special brochure.

Enroll Now  
New Classes Forming

**PEIRCE**

School of Business Administration  
1420 Pine St., Phila. 2, Pa.

50th Year Accredited

## AT BROOKS BROTHERS THIS CHRISTMAS

FOR THAT MAN ON YOUR LIST...A host of good-looking giftware ideas reflecting our quality and good taste...and not generally obtainable elsewhere...priced from \$4.50

FOR YOURSELF...Brooks sweaters, our own make shirts, reversible tweed coats and other classics...all exclusive with us.

Illustrated Catalogue Upon Request

ESTABLISHED 1818

**Brooks Brothers**  
**CLOTHING**  
Men's Furnishings, Hats & Shoes

346 MADISON AVENUE, COR. 44TH ST., NEW YORK 17, N. Y.  
46 NEWBURY, COR. BERKELEY ST., BOSTON 16, MASS.  
CHICAGO • LOS ANGELES • SAN FRANCISCO



## Bryn Mawrtyrs Attend Conference

Continued from Page 5, Col. 3  
the instabilities of the Soviet System. There was a heated discussion on Formosa and the off-shore islands, and they finally voted 9-7 with several people abstaining, for withdrawal of US forces from the off-shore islands under the most favorable conditions.

Penny's panel spent the whole second and third sessions on recognition of Red China. This, being such a current issue, was more strongly divided than other issues on which they compromised more readily, feeling the need of some decision in a limited time. Penny was on the small sub-committee which discussed this problem further; all four members of this committee were in favor of non-recognition, though the big panel was not unanimous on the question, finally voting 16-5 for non-recognition.

Penny says, "We used the fourth session on how to counter Soviet-Chino policies. Actually, we decided that the bonds between the two countries are a lot stronger than the tensions and that they're just plain too smart to turn on each other now."

Gail said she got a lot out of her Latin American panel, because it was an area she knew comparatively little about. The panel itself was made up partly of students in a similar situation to hers, and partly of students who had lived most of their lives in South America. Gail reported

that the latter really had little advantage over those who had never glimpsed a bit of the Southern Hemisphere, since half of them were well informed about what "the man in the street" felt, and the others knew more about government policies; Gail said this worked very well, since no one was afraid to ask questions of another.

Gail commented that everyone knew they couldn't actually solve the enormous problems, but that there was benefit in going over the same ground that the government must, and often coming to the same conclusions, or "resorting" to the same procedures, such as referring things to a sub-committee of a . . . In one case a student came back to the panel and said he had just read that the plan they had carefully worked out in the morning had already been proposed the previous spring by someone in an official capacity!

JOYCE LEWIS  
Offers Christmas Gift Suggestions and Best Wishes for a Merry Christmas and a  
HAPPY NEW YEAR

EUGENE IONESCO  
The Chairs and The Lesson  
Dec. 18, 19, 20, 25, 26, 27  
BRILLIANT . . .  
Saturday Review

Your Olympia Dealer  
SUBURBAN TYPEWRITER  
39 East Lancaster Ave.  
Ardmore, Pa.  
TYPEWRITERS  
SOLD—RENTED—REPAIRED

## Vassar Apathy

Continued from Page 5, Col. 1

A faculty-student committee had been working to reorganize the whole academic system. Part of this reform included the policy of no outside lectures or similar activities except on Tuesdays and Thursdays and the weekend, so that the week would be left free for academic work. In addition, fewer classes would be held in a more concentrated space of time to permit more independent work.

### Vacations Shortened

Christmas and Easter vacations would be shortened to a period of two weeks each to enable the establishment of a reading period for completely independent study at end of each semester.

The Vassar administration was highly praised for its foresight in taking a step toward curing the cause rather than merely the result of an existing situation. The proposal was received with much enthusiasm by the student body.

One girl summed up the general opinion of the students by saying, "This is the first time I've felt gungho since I came here."

**Have a WORLD of FUN!**  
Travel with **SITA**  
Unbelievable Low Cost  
**Europe**  
60 Days ~~from~~ \$645  
**Orient**  
43-65 Days ~~from~~ \$978  
Many tours include college credit.  
Also low-cost trips to Mexico \$169 up, South America \$699 up, Hawaii Study Tour \$349 up and Around the World \$1798 up.  
Ask Your Travel Agent  
**SITA** 26th Year  
WORLD TRAVEL, INC. 545 5th Ave. New York 17 MU2-6544

## 'The Uninvited' Review: Wallace

Continued from Page 1, Col. 5

once insist that The Uninvited is a moving and satisfying play. Mr. Sheldon should make no apologies.

He owes much to Miss Susan Gold, who directed the play, to her technical assistants, and to the actors. The setting and use of stage-space were simple and effective. Betty Ferber was a wonderful and acid Rinnkel, the old woman who marks, as a derelict, an older and more savage time. Phil Miller did plainly and sensitively the boy, Blind, who discovers himself and the world at once. Mea and Ansel were played with feeling and skill by Jinty Myles and Jim Cooper. Sue Harris was remarkably delicate as the bantering, refreshing Lin; and Trudy

Hoffman (pillows awry!) and Hugh Ogden were excellent as the bluffly serene Beezey and her sky-loving husband Kalim. All those who worked on this production have acquitted themselves well, the more in doing a play for which, being original, there could be no guiding precedent. All in all, this was the sort of highly competent stage-craft we have come to expect here.

**BEAU & BELLE**  
Breakfast  
Lunch  
Dinner  
Late Snacks  
Open Seven Days  
Next door to Bryn Mawr P.O.

## BRYN MAWR COLLEGE INN

OPEN TO THE PUBLIC

Breakfast . . . . . 9:00-11:00 A.M.  
Luncheon . . . . . 12:00- 2:00 P.M.  
Afternoon Tea . . . . . 3:30- 5:00 P.M.  
Dinner . . . . . 5:30- 7:30 P.M.  
Sunday Dinner . . . . . 12:00- 7:30 P.M.

OPEN SEVEN DAYS A WEEK

SPECIAL PARTIES AND BANQUETS ARRANGED  
Telephone . . . . . Lombard St. and Morris Ave.  
Lawrence 5-0386 . . . . . Bryn Mawr, Pennsylvania

Put a wreath around your finger as a reminder to Christmas shop



**Peck Peck**



**HOMER**  
would have loved one . . . an  
*Olympia* precision portable!



. . . who wouldn't, for roving poet or not, an Olympia is the letter-perfect portable whatever you do—wherever you go! And, for the college guy or gal who's really "going places" it's a must.

A breeze to operate, the handsome, compact Olympia is fully-equipped with such efficient features as convenient half-spacing—ideal for ruled index cards, mathematical problems and equations.

But, visit your local Olympia dealer and discover all of Olympia's outstanding features for yourself. Once you do you'll see why Olympia is your smartest college investment!



## Cheerless leader

Not a "rah rah" left in him! He's just discovered there's no more Coke. And a cheer leader without Coke is as sad as a soap opera. To put the sparkle back in his eye—somebody!—bring him a sparkling cold Coca-Cola!



SIGN OF GOOD TASTE

Bottled under authority of The Coca-Cola Company by  
**THE PHILADELPHIA COCA-COLA BOTTLING COMPANY**